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ABSTRACT

The report gives the background on the association of these states in an international education effort directed at Central American nations. The basic objectives of the project are: 1) to develop schcol-to-school projects in the United States and abroad involving 2 to 3 year exchange of teachers, pupils, curriculum materials, and ideas for improvement; 2) to collect and make available materials and resources; 3) to coordinate activities in international education; 4) to develop liaison between national ministries of education and individual schools; 5) to inject international education into the thinking of those planning teacher educatien programs; 6) to work with local citizen groups in special projects; 7) to promote improvement in modern foreign language instruction; 8) to integrate the international aspect into state developed curriculum materials; 9) to develop readiness tests; 10) to involve college and university personnel; and, 11) to develop and plan educational television programs. Each individual state's projects are presented and evaluated. The report closes with four basic reccmmendations for the future. SO 000 036 is a related document. (CWB)

AN EVALUATION REPORT

REGIONAL EDUCATIONAL AGENCIES PROJECT ON INTERNATIONAL EDUCATION

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An Evaluation Report

on the

REGIONAL EDUCATIONAL AGENCIES PROJECT

(Alabama, Louisiana, Tennessee, Texas)

in

INTERNATIONAL EDUCATION

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The evaluation team expresses its sincere gratitude to Dr. Severo Gómez, Dr. Edith Greer, Mr. G. W. Hause, Dr. R. E. Chandler, Mr. James K. Muskelley, and to the hundreds of other informants who cooperated so willingly in the evaluation activities. The participating institutions are to be congratulated on the objective reporting by their staffs.

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Regional Educational Agencies Project in International Education

GENERAL INTRODUCTION

Many educational institutions of the South and Southwest have been interested in the several aspects of international education for a long time. Universities, state and regional organizations, and local agencies have conducted numerous activities designed to strengthen the ties among themselves and similar institutions in other countries and to learn more about foreign lands. Additional force was given to international education as the recognition of the importance of bilingual ability increased.

Formation of the Project

Late in 1965, officials of the United States Department of State, the United States Office of Education, the Southern Association of Colleges and Schools, and of several state departments of education proposed an organized series of activities to strengthen their efforts in international education. The accreditation activities of the Latin American Committee of the Secondary Commission, Southern Association of Colleges and Schools, the development work of the State Department's Overseas School staff, and the increased relations of the states with Latin America, led to concentration of interest in this latter area.

On January 3, 1966, Dr. J. W. Edgar, Texas Commissioner of Education, proposed a concerted international education effort of five state departments of education, in conjunction with

many other agencies, to the Texas State Board of Education. The idea was approved and a proposal to the Office of Education, U. S. Department of Health, Education, and Welfare was subsequently submitted and funded. Texas was to serve as administrator of the project with the cooperation of Louisiana, Tennessee, Alabama, and North Carolina. The latter state was never able to implement its participation in the activities.

In Dr. J. W. Edgar's letter to the State Board of Education and reiterated in the subsequent proposals to the U. S. Office of Education, the project decided to:

(1) Develop school-to-school projects with schools in the United States and schools abroad. The Department of State has funds available for these projects but needs assistance in coordinating the educational exchange. These projects would involve a two-or-three-year exchange of teachers, pupils, curriculum materials, and ideas for improvement of both "sister" schools. Perhaps as many as ten Texas systems could be brought into this program.

(2) Collect and make available materials and resources to aid in solving specific educational problems. For example, some of the American schools in Latin America have had twenty-five years experience in teaching two languages simultaneously. There is much evidence that this technique might solve many educational problems concerned with teaching the bilingual child in Texas and other border states.

(3) Collect information as to the many sporadic and uncoordinated activities in international education now under way in each state. For instance, almost every Texas college and university has some program with faculty members spending

sometime on international education; many Texas schools such as El Paso have extensive pupil and teacher intervisitation. A central staff is needed to collect and share information and findings with other educational institutions.

(4) Arrange for exchange of teachers or pupils who wish to go abroad, or for foreign teachers who wish to teach for a time in one of the cooperating states. Programs are now under way but a central group would serve as a "bridge."

(5) Develop liaison between national ministries of education and individual schools abroad showing an interest in United States education. This can result in a myriad of exchanged ideas and materials. Tapes, for instance, can be made by the foreign school in Spanish for use in U. S. Spanish classes and English tapes can be sent to them.

(6) Inject international education into the thinking of those planning teacher education programs by exploring the possibility of an individual doing student teaching in American schools abroad (this has already been done by several hundred students in Mexico and Columbia); exploring the possibility of formal recognition of foreign experience (such as service in the Peace Corps) as a part of teacher preparation and working out school-to-school relationships between teacher education institutions abroad and in the United States.

(7) Act as educational liaison between schools and international programs now under way such as those sponsored by the Department of Overseas Schools Section, International Good Neighbor Commission, and the Latin American Committee of the Southern Association of Colleges and Schools. This would involve such specific activities as cooperating with the Good

Neighbor Commission in its Pan American Student Forum.

(8) Work with local citizens groups in special projects touching on international education. The planning of the Hemisfair in San Antonio, for instance, involves development of a model school for that fair. Many other local business and cultural groups have activities related to education and international affairs.

(9) Promote more and better instruction in modern foreign languages, especially as this relates to the development of the truly bilingual pupil.

(10) Insert the international aspect into curriculum material developed in each cooperating state department of education. This would involve working with staff writing state bulletins, especially in the social studies, modern foreign language, and English. Assistance may also be given to local groups developing curriculum materials by furnishing basic materials from the Pan American Union and similar sources. Attention should also be given to textbooks in order to aid publishers in developing improved materials relating to international education and in eliminating false or "slanted" statements.

(11) Cooperate with test developers and publishers to produce materials that will provide a true "reading readiness" program for Spanish-speaking children.

(12) Assist in recruiting teachers who wish a teaching experience abroad.

(13) Work with a committee of school directors from schools abroad and the Southern Association to develop an evaluative instrument for American-type schools. Present instruments do

not reflect the environmental complications and the somewhat modified educational program under which such schools operate.

(14) Seek new and original ways to involve college and university personnel in bringing their specialized knowledge and abilities to bear on educational problems of an international nature.

(15) Cooperate with educational television authorities to develop and use planned programs to improve international understanding. While not stated precisely in terms of objectives, these have served as guides for the conduct of the project.

Organization

The project was governed by the Board of Directors, consisting of the chief educational officers (or their representatives) of each state. The officer of the sponsoring state, Texas, served as chairman. The Board set general organizational and personnel policies.

Each state formed an advisory committee to assist in the planning of the activities. It functioned primarily in setting priorities among the many programs proposed within the field of international education.

The project director, named by Texas, was general administrator, liaison with other agencies, and executive secretary to the Board of Directors. Dr. W. R. Goodson served in this capacity until 1968 when he joined the staff of the Southern Association of Colleges and Schools. Dr. Severo Gómez, the current director, was subsequently appointed to succeed him.

Financing

The U. S. Office of Education, through a Title V, Section 505, P. L. 89-10, special grant, provided $852,315 for the period January 1, 1966, to June 30, 1970. The states furnished office space, salary time of the Board of Directors and State Advisory Committee members, and the salaries of state curriculum consultants assigned to aid the project.

THE ALABAMA PROGRAM

Mr. Lawrence Malone was named the first coordinator of Alabama's portion of the International Education Project. Mr. G. W. Hause subsequently took over and has continued as director to the present time. Dr. Harold Collins, Superintendent of the Pike County Schools; Dr. Paul G. Orr, professor at the University of Alabama; and a long list of education and governmental personnel have cooperated in the various activities. The State Department of Education; the University of Alabama and Jacksonville State University; schools at Goshen, Cullman, Enterprise, and Eufalia; the American School at Barranquilla, Colombia; and the Ministry of Education in El Salvador were the institutions most actively engaged in the work.

Project Activities

Model schools, exchanges, consultations, conferences, curriculum studies, and publications were the primary methods used to effect change. It should be noted that institutional cooperation was emphasized, not only for the benefit of the Alabama schools, but also for those in out-of-state areas where the activities were carried out.

Model Programs

Two kinds of pilot activities were conducted: an overall model school and exemplary methods in three schools. The latter sought to maximize local resources so that other schools might know how to do the same and the first looked toward the utilization of resources in the total school program.

The Goshen Project: Known internationally, this project combined resources of two universities; the county school offices, the local district, and state department personnel into a working relationship designed to produce a model international education program of studies. With strong support from the local citizenry, students in many different K through 12 courses incorporated international aspects into their classroom work. Educators from all over the U. S. and many foreign countries visited the Goshen schools and benefited from their observations. A widely disseminated publication, The Goshen Project: A Pilot Program in International Education, by Drs. Paul G. Orr and Leslie L. Lee, has aided many similar projects.

The School Area Resource Project was conducted as a pilot program in the Cullman, Enterprise, and Eufalia schools to find, develop, and assemble all international resources within a school district. Commercial materials, imported objects, and resource people in the community were the strongest contribution. Out of this and the Goshen experiences, the College of Education, University of Alabama, published A Guide for In-Service Programs in International Education by Paul G. Orr, Vito Perrone, and C. Roland Terrell.

Sister Schools: The American School in Barranquilla, Colombia, and the Huntsville schools exchanged materials and information in an effort to strengthen the studies in both institutions. State department personnel served as consultants to the Colombia school and a number of teachers from that country visited this and other projects in the state.

El Salvador: Several staff members served as consultants

to the Ministry of Education of El Salvador. Conferences and visits to several schools were conducted and valuable recommendations were formulated. The termination of the project prevented further cooperation between the two institutions.

International House: Jacksonville State University's International House served as a strong resource for Alabama's efforts in international education. Student visits to Alabama schools, both as resource persons and to increase their knowledge of education was deemed its most worthwhile contributions to the five-state project.

Conferences: Through cooperation with local, district, and state organizations, a number of conferences were conducted on international education. The project helped by providing stimulus and some speakers to these meetings. One of the interim evaluation reports noted the greatly increased activity in international education due to the project's assistance.

Newsletters: Frequent newsletters were sent out to the states' schools, calling attention to activities being conducted, exchanges in progress, and giving valuable information to those wanting to proceed in international education. The formation of associations to assist with the work was fostered through these communications.

Curricular Materials: Aided by the project, the Montgomery schools supervisory staff published several important study guides and curricular aids. These not only gave general orientation to the inclusion of international aspects to social studies and other subjects, but also provided model units, helpful suggestions for use of resources, and background information for the teacher.

Evaluation

Many of the activities conducted by Alabama had concluded prior to the team's arrival; others were in the process of conversion or termination. Although the project's newsletters, reports, and publications were helpful, assessment of what had occurred was difficult.

Without a doubt, the project's strongest contributions to international education in Alabama were encouraging schools to include material on other countries, helping provide guides and information so the material could be put to use, and, in general, increasing the resources for international education. Two of the publications were read nationwide, thus extending the project's sphere of influence.

Aside from the Goshen publication's broad influence, the school's interntional education activities have provided a successful model from which other institutions may learn. While educators generally think of social studies and languages as a place for international education, the Goshen project has shown ways in which it can profitably be fit into such diverse subjects as art, agriculture, and homemaking. This aspect of the model is particularly useful as education turns to culture studies as an important psychological tool in diffusing information about any subject.

Cooperation with many institutions was evident. In fact, far more was accomplished through stimulation and cooperation than would ever have been possible with the small monetary resource provided.

Institutional change, a stated objective of the project,

was noted in the universities and schools. It appeared, however, that the termination of the project was already having a weakening effect on this change and evaluation of its probable future would be purely speculative at this point.

Recommendations

Persistence is an important element in any project's influence. The relatively short life of many of the activities gave only momentary impetus to international education. Ways to lengthen its cooperation and stimulus period should be sought if permanent change is to be effected.

Many projects could profit from the model school approach used in Goshen and from the local resource use demonstrated in that phase of this project. The team strongly recommends that institutions interested in international education contact the University of Alabama, the State Department of Education, and the Montgomery schools for their excellent publications on the subject.

ACTIVITIES IN LOUISIANA

Louisiana initiated its phase of the International Education Project early in 1966 with the appointment of Dr. Joseph A. Riehl as coordinator for that state. Dr. Joel L. Fletcher succeeded him in May of the same year and continued until February of 1969, when he retired from the University of Southwestern Louisiana, headquarters of the state project. Dr. R. E. Chandler, Head of the Department of Foreign Languages, was subsequently named to chair the International Education program.

Project Activities

Louisiana has concentrated its efforts in two spheres: (1) preparation of students, teachers, and professors in the languages and culture of Latin America and (2) assistance to Latin American institutions in order to strengthen their educational efforts. International exchange and conferences were the chief vehicles chosen for the work.

Sister Schools: The St. Bernard Parish School and the Guayaquil, Ecuador, American School conducted sister school activities for over two years. An exchange of letters, notebooks about the sister schools, and other cultural materials was carried out. Visitors from Ecuador, as well as other nations, strengthened the pupils' comprehension of Ecuador and other parts of the world.

International Studies Program: During the 1967-68 school year, Louisiana carried out a pilot program in international studies at Louisiana Polytechnic Institute in Ruston under the guidance of Dr. Ellis Sandoz. The A. E. Phillips Laboratory

School on the Tech campus and the Neville High School in Monroe were selected to conduct an experiment in teaching international affairs to elementary and high school students. The program stressed social studies, particularly on Latin America, and the Spanish language to students from nursery school through high school.

Bilingual Education: In 1967 some of the staff members of the Louisiana State Department of Education, including Mrs. Audrey Babineauz George, supervisor of French language instruction, attended a bilingual conference held in San Antonio, Texas. Funds from REAPIE were given to assist her in her work of developing bilingual students among the children of South Louisiana and in training French teachers in the elementary and secondary schools.

International Affairs Conference: On July 16-17, 1968, the project held a conference in international affairs at Grambling College of Louisiana. The guest speaker of the two-day conference on international understanding was Mrs. Charlotte Moton Hubbard, Deputy Assistant Secretary of State of Public Affairs. President Jones of Grambling College called the general assembly which was attended by over three thousand students, faculty members, and North Louisiana teachers and leaders.

Strengthening Library Holdings: During the years of Dr. Fletcher's service, the project worked with the Louisiana State Library system and all school libraries in Louisiana towards bringing their collections up to date with the best books and periodicals available on other countries. This was achieved through conferences and periodic newsletters. While

no accurate count of acquisitions can be made, staff and students in several institutions report the availability of improved references.

Language Teacher Exchange: In 1968, Dr. Fletcher initiated a program of language teacher exchange between the ministry of Public Education of Costa Rica and the Louisiana State Department of Education. The program was implemented under Dr. R. E. Chandler in 1969.

Evaluation

Time prohibited visiting most of the programs conducted in this project. The team did have the opportunity to interview two of the directors, two participants in the exchange program, and three State Department of Education specialists who had cooperated in the work. Annual reports, guidelines, newsletters, and other documents were examined by the team.

Without doubt, the strength of the project lay in the enthusiasm of those connected with it. They keenly felt the need for broadening international understanding and through concerted efforts in cooperation with other institutions, achieved a great deal more than the size of the budget would deem possible.

Institutional cooperation was in ready evidence: State Department of Education, University of Southwestern Louisiana, Grambling College, Louisiana Polytechnic Institute, St. Bernard Parish School, A. E. Phillips Laboratory School, American School in Guayaquil, Neville High School in Monroe, the Costa Rica Ministry of Education, and the University of Costa Rica were specifically cited. The Costa Rican Ministry displayed

particular satisfaction with the project through requesting an increased number of participants from both countries.

The stimulation of institutional change was in evidence in several programs. The most important of these were: (1) utilizing foreign experience as a part of the training for prospective teachers at the University of Southwestern Louisiana, modification of bilingual French-English techniques by the State Department of Education, and incorporation of international studies in several schools' curricula.

Unfortunately, this latter change also exhibited the least amount of continuity. The program of international studies at Louisiana Polytechnic Institute was reported to be nearly abandoned. In addition, when the Institute reduced its activities, the A. E. Phillips Laboratory School and the Neville High School were also forced to curtail their programs. The sister schools program was still continuing but at a much lower level of activity.

Nevertheless; some residual effect can be expected. While no direct measurement is possible at this time, any program that has reached a relatively large number of students and staff should carry over through increased knowledge, interest, and enthusiasm to those who later come in contact with these program participants. The current preparation of some teaching units on Costa Rica by the State Department of Education could also provide a continuing program effect as these are used in the schools.

Recommendations

At best, attitudes are difficult to change; they result

from past experiences. Modified attitudes require continual reshaping and reinforcement if they are to persist. "One shot" activities do help but their eventual effect may be quite small unless followup is conducted. There is a tendency in almost every project to diffuse its efforts to several activities and through several institutions. And while individual and institutional efforts should be capitalized on, when the operating budget is low, concentration on a few over a greater length of time may produce greater results.

Concretely, the team sensed that dispersion of limited resources into several programs had reduced the overall effectiveness of the project. This was also stated in several ways by the interviewees. And, while it is recognized that a state department of education and universities must watch that benefits are equitably portioned, direct and positive results would be greater if the resources were expended in fewer places but designed so that dissemination activities spread the knowledge and interest of the participants to other institutions in the state.

THE TENNESSEE REPORT

Tennessee was most fortunate in maintaining the same full-time coordinator for the duration of its International Education Project. Mr. James K. Muskelley of Memphis State University was the State's Coordinator of International Education. Mr. J. H. Warf, Commissioner of Education, Dr. E. B. Eller, Assistant Commissioner of Instruction at the beginning of the project, Dr. John Ed Cox, Assistant Commissioner of Instruction, during the latter stages of the project, and a long list of outstanding educators from the University of Tennessee, Memphis State University, Davidson County, Nashville, Shelby County and Memphis, were particularly enthusiastic about the project and gave wholehearted support to the Tennessee program. Other educators and governmental personnel throughout the state were extremely supportive in this endeavor.

Project Activities

To further understand the degree of involvement, one must look at the several projects in their relationship to international education. The Title V project was presented to several groups to build support for it in the early stages of the grant. The first of these presentations was made to a meeting of state college and university presidents and the deans of the institutions of higher education. Later presentations were made at three regional meetings of elementary-secondary principals and the annual superintendents' study conference held in Gatlinburg. Several presentations of the project were made to staff personnel within the State Department of

Education.

In 1966, a survey was made of all colleges and universities in the state, public and private, to determine course offerings in the various disciplines on non-Western areas of the world. A follow-up survey, made in 1969, showed that there had been a major increase in course offerings. Also in 1966, a survey was made of the modern language teachers to determine the courses that teachers had taken to prepare themselves to interpret the cultures of the language and to find out how many had attended NDEA modern language institutes. Since this survey, there has been a new emphasis on teaching of languages and a state organization has been formed for this purpose.

In the fall of 1967, the International Education Project sponsored a series of three seminars on Latin America. The report of these seminars was printed and some twelve hundred copies were mailed to the elementary-secondary schools, colleges, and universities in the State of Tennessee.

One of the highlights of the project was a four-weeks workshop conducted by State Department of Education personnel for secondary principals, school secretaries, secondary guidance counselors, and supervisors in Honduras. During this four-week period, approximately 150 persons participated. The workshops were conducted by three members of the Tennessee State Department of Education. One year later, a second team of three State Department of Education personnel returned to Honduras and conducted a workshop for guidance counselors. In the spring of 1968, the director of the only secondary agricultural school in Honduras came to Tennessee for two weeks. He visited the University of Tennessee experimental farms and

went with extension workers who were working the communities. He visited high school agricultural programs and spent two days with high school boys at a Future Farmers of America conference.

In the spring of 1968, the Department of Education employed a consultant from Honduras to assist in the development of materials on his country. These materials will be published during the summer of 1970.

Through the Institute of International Studies, U. S. Office of Education, there have three foreign curriculum consultants in Tennessee--one from Chile, one from India, and one from Colombia. Under a grant through the Institute of International Studies, the U. S. Office of Education, fifteen educators visited for seven weeks of intensive study and travel in India. Six of these received three hours graduate credit for the project. Others got credit in local school systems for professional growth.

Evaluation

The evaluators were overwhelmed by the time and the quality of materials developed by one of the supervisors in the Nashville Public Schools. These materials had been used recently in presenting a unit on India. It was very apparent as the committee members evaluated these materials that a great deal of study had gone into them. In Memphis and Shelby Counties, the evaluation team was likewise impressed by the way in which the participants in the India trip had used their findings and experiences in India to develop materials which can be used very effectively in the classrooms. The evaluation team interviewed faculty members and administrators at Memphis

State University and was impressed to find that the faculty members who had visited India as well as others on the faculty and in the administration were vitally interested in international education; especially the possibilities for curriculum change and improvements in teacher education programs.

The State Department of Education has also developed a kit of materials. This kit consists of five by eight cards containing pertinent information, five filmstrips, three records and a packet of transparency masters plus a booklet which gives suggested ways materials can be used. Through the cooperation of the State Educational Television, five 16mm sound films of the various aspects of life in India were developed for use in Tennessee schools. The evaluation committee was fortunate in viewing one of these well prepared 16mm films.

In the fall of 1969, another proposal was submitted to the Institute of International Studies, USOE, for four members of the Department to visit East Africa. These four members will have visited East Africa before publication of this report.

Two of the city school systems have "school to school" relationships with foreign cities, the Memphis City Schools with Guatemala City and the Chattanooga Schools with Rome. Through the Cordell Hull Foundation, several of the pupil schools in Tennessee have been able to require services of teachers from South or Central America. These have been language teachers primarily.

By contacting all of the faculties in all of the disciplines in each of the colleges and universities in the state offering courses on Latin America, a bibliography was developed on Latin America. Following the development of this biblio-

graphy, a copy was sent to each elementary-secondary school in the state. This bibliography has been extensively used to assist in ordering books for the school libraries.

The evaluation team interviewed several members of the Tennessee State Department of Education and was most impressed by the degree of involvement at all levels of the Department. Not only was there a sense of belonging to the International project on the part of the State Department personnel, but there was a real sense of accomplishment. As one official in the Department said, "Our international activities have been most helpful to us. They have helped us to grow."

The filmstrips and films developed by the Department should be used widely by the public schools. It was very evident that a great deal of study and work had gone into the development of these materials to assist in teaching about India The one film which was reviewed was of a high quality. The major role was played by a typical Tennessee boy. There would be no difficulty in relating it to the public schools in Tennessee.

Two publications were of particular interest to the evaluation team. The first, Adventure on a Blue Marble, Approaches to Teaching Intercultural Understanding, is really a publication of the Commission on Secondary Schools, Southern Association of Colleges and Schools. Many of the individuals involved in the four-state project were contributors to this publication as well as individuals from Guatemala City, Guatemala. The second publication of particular interest entitled Operation Understanding - International Education is a publication in Spanish as well as in English and designed for use with

Memphis and Guatemala City in their "city-to-city" relationship.

The evaluation of this project would be incomplete without special recognition being given to the fact that the Project monies were in reality "seed money" which made it possible for the Tennessee State Department of Education to find sources of monies to carry on many activities in international education. The committee has not attempted to evaluate all of the ways in which activities were conducted in international education, but has highlighted the ones which were most directly related to the project.

An evaluation of this project would be incomplete without acknowledging that the committee feels that a major reason for the success of Tennessee's efforts was due in a large measure to the State Department's sincere interest and deep involvement and the Department's employment of a full-time coordinator for the project.

Recommendations and Conclusions

It was evident from the interviews, visits, and a review of materials that the Tennessee program was considered by all participants to be highly successful. The committee concludes that the Tennessee project has been successful in strengthening the State Department of Education and deepening the understanding of international education in the Department of Education, the colleges and universities and the public schools which became involved in the undertaking. From an overview of the activities, one quickly recognizes that much has been accomplished as a result of a grant for a small amount of money.

The committee recommends that:

(1) the Department of Education investigate ways in which it might continue the employment of a person who can devote adequate time to coordination of activities in international education.

(2) the State Department of Education continue its relationships with the public schools, the institutions of higher learning, and other countries as they relate to international education.

(3) the U. S. Office of Education encourage other states and regions to undertake activities of this nature.

TEXAS AND INTERNATIONAL EDUCATION

The Texas Education Agency initiated the International Education Project and with educational leaders from the four participating states and the Southern Association of Colleges and Schools it outlined the plans for the initial application for the Project. The initial drafts of the plans in each case indicated a desire to use a comprehensive approach.

As plans were further refined in each of the participating states, it was found desirable in each case to select a few major activities to concentrate upon. These were activities in which there was already considerable interest and which seemed to offer the most promise. In some cases, these activities were already "on-going" in the state. They were supported with considerable interest often by other organizations or institutions.

Project Activities

Although a wide variety of activities was included in the Texas program, major attention was given to two of these: (1) The Educational Exchange activities with Guatemala; and (2) the development of bilingual and intercultural education programs in Texas schools.

The major activity of the first three years of the Texas Education Agency was that of educational exchange with the Ministry of Education and the schools of Guatemala. Particular emphasis was given during this time to the improvement of science teaching in Guatemala secondary schools. A number of science specialists from the Texas Education Agency and Texas

schools visited in Guatemala and helped to establish laboratories in the schools. Thirty Guatemalan teachers, over a period of three years, visited for six week periods in Texas schools to learn laboratory methods and techniques. In addition to exchange of leaders, there was an exchange of various kinds of instructional materials as well. There was also an in-service training program in science provided for Guatemalan teachers. In two separate summer workshops of six weeks and five weeks, respectively, this activity involved 500 Guatemalan teachers and 13 Texas consultants. This activity also included the development of curriculum materials in Spanish by Texas scientists and the preparation of slides about Guatemala by the teachers there for use in the Texas schools. The inauguration of the first science laboratory in Guatemala was a nationwide activity. This, however, did not conclude the educational exchange with Guatemala which is still carried on actively.

A second major activity in Texas has been that of bilingual-bicultural education. Started a number of years ago, it has expanded greatly during the past year because of the financial assistance through Title VII of ESEA. Four Guatemalan teachers were used to teach and develop curriculum materials in Edinburg and La Joya, Texas. Most of the teachers, however, who were brought to Texas for contributions to this program came from the state of Nuevo Leon in Mexico. Twenty-four teachers have been used in this way during the past two years. A bulletin was developed entitled Guidelines for Implementing Bilingual Programs, which should be very helpful in the further expansion of bilingual education in the state of Texas and elsewhere.

The evaluation team was fortunate in being able to visit schools in Fort Worth, Texas, in which bilingual programs are being conducted. Firsthand observations by the members of the team left little doubt that this was one of the most outstanding programs which it had observed. Interviews with the Fort Worth city superintendent, other major administrators and supervisors, with many teachers and also with a number of parents who were observing the work of the schools convinced the members of the evaluation team that everyone was very enthusiastic about the results being obtained in this program.

The evaluation team interviewed a number of specialists on the Texas Education Agency staff. The team was impressed with the enthusiasm of these staff members in the various aspects of the program. It was clear in many ways that the program director and state coordinator had been highly successful in involving these state leaders in the International Education Project.

One of the initial purposes of the program was that of disseminating information about international education which would be helpful to other schools and organizations. There are notable accomplishments in this regard in the Texas program. The specialists on the Texas Education Agency staff working with leaders from the schools completely revised the state's guide, "Framework for the Social Studies--Grades K-12." This new guide gives increased emphasis to international and intercultural education. Several publications have been developed and distributed on bilingual and intercultural education.

Evaluation

As previously stated, the enthusiasm demonstrated by

staff, administrators, teachers, students, and parents in the various programs is the highest point in the evaluation. Whether directly involved in or cooperating with the project, all were thoroughly convinced of its worth. Such enthusiasm can only be generated when people see useful activities being conducted.

Equally important is the cooperation the staff has carried out with other activities. Programa de Educación Interamericana, the Social Studies Curriculum Project, the Migrant Program, and many others have benefited directly. While their most famous cooperative activity is undoubtedly that of establishing science laboratories in Guatemala, many of the smaller activities may have an equally large return.

The evaluation team was very favorably impressed with the entire educational exchange program between Texas and Guatemala From the interviews that were possible with people who participated in the program and from study of the reports and an examination of some of the films that were made, it was clear to the team members that this program had highly beneficial effects upon education in both of these places. One of the team members had visited with a number of the Guatemalan teachers and was highly impressed with the knowledge and orientation they had received.

Finally, the staff is to be congratulated for its management of the four-state project. Coordinating myriad activities in several states and foreign countries is difficult but the Texas director has done an admirable job in pulling them together.

Recommendations

(1) The Texas Education Agency carry on the program that is now underway, including the development of the bilingual publication which will be helpful to other state departments of education in implementing programs of international education; and

(2) Care should be exercised that a disproportionate share of energy and attention is not given to the bilingual education program even though this program is of outstanding value. There are many other aspects of international and intercultural education which also need the project's attention.

OVERALL APPRAISAL

Specifically, as seen by the review of the several states' projects, a great deal was accomplished. The programs were conducted on very low budgets and yet provided very real services to education and, indeed, to the national interest as a whole. Their contributions to mutual knowledge and respect, improved attitudes about other cultures in general, and to fostering continued working relationships are of utmost importance.

What began as a secondary effect, knowing and respecting our own diversity of cultures, finally evolved as highly significant in the project. Furthermore, the project engendered many new approaches that have served general educational methodology. Adventure on a Blue Marble, a publication of the general project, has provided a stimulus for many innovative techniques in teaching all over the United States.

The implied objective of strengthening state departments of education was reached to some degree. Specialists in international education were added, other specialists were given training in the subject, and Texas created a separate office for international education. Important dimensions in international education were fostered in several universities. While not all of these continued, many effects were evident. Local educational agencies modified many of their programs to give increased emphasis to cultural studies. Many individual's knowledge and understanding was greatly enhanced, either through study and consultation abroad or through receiving the enthusiastic teacher training and classroom teaching provided by those who had visited other countries. In the long run,

this may be the most important benefit derived from the project.

The weaknesses noted stemmed from three sources:

(1) An inclination to try to spread the benefits too thinly over each state, thus dividing the scant resources into such small portions that they were sometimes inadequate to fund some projects properly. Perhaps the most painful example of the diffusion of funds is the many excellent teaching aids and units developed by several programs and left for use primarily in one institution. Their dissemination could provide much needed curricular materials throughout the nation if sufficient additional funding was forthcoming. The loss of the International Studies Program at Louisiana Polytechnic Institute is also regrettable. The evaluation team would like to repeat its commendation to those who found other funding sources as supplements so that programs could be enlarged and continued.

(2) The lack of continuity of some programs over a sufficient time to properly effect change. Most of the programs were quite well developed at their termination, that is, developed to the stage of having accumulated considerable knowledge and materials for international education. Their implementation through teacher in-service and pre-service training, however, was just barely begun. Funds should have been provided to train many more teachers and to continue the reinforcement of the new ideas and attitudes over a sufficient period of time so they could be of maximum effectiveness.

(3) The diversity of state programs of work, resources, and program priorities caused some activities to be performed in isolation, thus not affecting the widespread change the project proposed. Some programs enjoyed cooperation from two

or more states (notably bilingualism, approaches to teaching social studies, and the Guatemalan activities) but a general joint attack on the problems was not often in evidence. The obstacles to complete cooperation are recognized, but the challenge should not go unnoticed.

Without any doubt, the strongest factor noted during the entire evaluation was the high dedication and commitment of the persons working in the project. Despite the waning future of the activities, teachers, professors, students, and state department staffs were still working at full speed. Their enthusiasm was infectious and their sense of duty was outstanding.

A final positive factor needs to be highlighted: the ability of the program staffs to cooperate with many institutions in the performance of their tasks. The Tennessee program should be particularly cited, but all the states made unusually good use of various institutions as resources and partners.

Recommendations

The evaluation team concludes that the project was immi-nently worthwhile in terms of its contribution to knowledge about international education and because of the large number of individuals to whom this knowledge was imparted. It further concludes that these contributions were made by efficient utilization of a small budget.

The team recommends, however, that:

(1) More detailed programs of work be developed and that cooperation be spelled out in more detailed terms.

(2) Working objectives be stated in more succinct terms

and that subsequent reports speak directly to accomplishments in terms of these objectives.

(3) Funding be increased to provide full dissemination of the information and techniques developed. Arrangements with ERIC or some other publisher should be made in advance.

(4) Projects such as this one which involve changing attitudes built up over many years be lengthened to include sufficient in and pre-service training as well as adequate classroom exposure so that basic changes can be effected.

The team regrets that its evaluation could not have explored the various activities in greater detail so that the results might be of greater utility to the participating institutions and others that may be designing similar projects. Evaluative instruments and procedures should be developed from a project's inception, rather than left to a relatively short period of time at the end.

Finally, the team recommends the study of this project to others who want to know more about international education and the approaches to it. Despite the weaknesses noted, its conduct and results are worthy additions to the field of international education.